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ART. VI.—*Catalogues, Prospectuses and Circulars of Colleges, Academies, Institutes, &c.*

WE have visited some more educational institutions. Those who know us need not be assured that we will give our impressions faithfully of such of each grade as our limited space and time will permit us to notice. It is, of course, otherwise with those whose estimate is based on the representations of those whom we criticise. But, unfortunately, the number of this class is quite large, as our older readers are well aware. To new, or casual readers, it is proper to mention—before we proceed with our present discussion—that there is scarcely one of the numerous tribes of charlatans and malefactors that infest our country, and not only live on public credulity, but grow fat and sleek upon it, which we have not taken the liberty to denounce from time to time. This will require a slight digression, but it is one which the impartial reader will readily excuse, especially when he finds that the main object of the article has not been lost sight of, but that, let who will gnash their teeth, rage, swagger or assume the air of injured innocence, or unappreciated worth, we have not shrunk from the performance of our duty as a critic, nor failed to award to those who merit it by their faithful, intelligent and successful labor, their just meed of praise.

It is, perhaps, only natural that even the worst of the former should attribute to us the most unworthy motives. Curiously enough, the shibboleth of every one of the various gangs is that they are “attacked” only because they would not give patronage. That is, they are all innocent, worthy people, who are assailed in a manner not merely unjust, but diabolical! Now let us examine this matter for a moment. Among the first to complain of us as “perfectly fiendish,” were those much-injured, worthy people known the world over as quack doctors. Numbers of these have honored us with the grossest abuse, in the same publications in which they have proclaimed the numerous infallible virtues of their nostrums. How well we de-

served to be thus distinguished, the curious reader may judge for himself by turning to almost any of our articles on this interesting and prolific subject—that, for example, entitled “Our Quack Doctors and their Performances.”* But when have we received patronage from a quack doctor? Where is the quack doctor that can say we have ever asked his patronage? In which of the twenty-eight volumes of this journal we have published, can the advertisement of any quack nostrum be found? Upon the other hand, we have ample proof, in various forms, “in black and white,” of the fact that were we only to accept the patronage of the quack doctors, we might have been rich to-day, from that source alone.

In a manner similarly “fiendish” we have denounced the performances of more than a score of insurance companies—warned our readers against them, and predicted their untimely end. Of the number which we have thus taken the liberty to “attack,” not more than three or four survive to-day. Several of the companies, now defunct, and more than one of those that still eke out a precarious existence—because there will always be a portion of the public whose credulity is proof against all warnings, and all examples—published their own monthly or weekly organs, exactly as the quack doctors do. In one class of organs just the same as in the other, we have been abused in numerous instances. Not content with scattering these documents in thousands in railroad cars, at hotels, etc., those who had them manufactured sent them in bundles to our office, supposing that they could frighten us from continuing to expose their impostures. But that they failed to intimidate us in the slightest degree, every number of our journal will testify. When we commenced to examine into the pretensions of these corporations, and to show what a striking difference there was between their promises and their performances, no such phenomenon had been seen in this country for many years as the failure of an insurance company. It followed, therefore, that

* N. Q. R., No. XVI. See, also, the article entitled *Our Quack Doctors and how they Thrive*, N. Q. R., No. XLVII., December, 1871.

we must not be merely wrong, or mistaken, but deliberate falsifiers and libellers ! To-day the public knows who were the falsifiers and libellers ; quite a large proportion know it to their cost, having paid dearly for their knowledge.

Again : when the Tammany Ring was all-powerful in this city—when there was scarcely a printing office of any extent which it had not bought up—when there were not more than two or three newspapers, daily or weekly, to which it could not issue orders sure to be obeyed—when it had control of all the judges—in a word, of all the machinery of justice—we did not shrink from assailing it. True, dearly did we pay for it. We had not, indeed, expected to pass unscathed in such an encounter ; but low as our estimate of the gang had become, we confess we had no idea that they were quite so base as they proved themselves to be in our own case.

That we were the first to make a determined assault on the stronghold of ignorance, arrogance, false pretences, and thievery, the facts within the reach of all amply demonstrate, although we would not deprive the New York Times of the smallest fragment of its well-earned laurels, for its vigorous, uncompromising, and finally successful war on the same malefactors.

But let us recall a circumstance or two. On the day succeeding that on which our number for March, 1871, containing our article entitled, "The Central Park under Ring-leaders Rule," was published, Mayor Hall had a sort of proclamation in the Herald, in which he undertook to "vindicate" his worthy colleagues, and to show that we were actuated only by "spite and malice." An attack on such men, according to his Honor, could only recoil on ourselves. Mr. Oakey Hall made some of his usual abortive attempts at wit in defending his accomplices. This fine performance of the mayor he had published as an advertisement, at the expense of the tax-payers, in all the city papers next day. The Ring papers, which, as already observed, included all save two or three at this time, accompanying it with editorials in which the Ring-leaders were lauded to the skies, and we abused for

making "unfounded attacks" on such worthy men. In order to supply the demand for the article we had to issue several editions of it separately, in pamphlet form, and the announcement of each new edition was the signal for new torrents of abuse. In a word, every possible effort was made to crush ourselves and our journal ; nor did our persecutions cease until the fraudulent accounts published by the Times, before the issue of our next number, had convinced the public that the worst charges made against the Ring-leaders were but too well founded. It was then sufficiently clear whether our attack was merely the result of spite and malice.

But we had proof enough long before that we need not entertain either spite or malice, if our object was only to get money. We have remarked above, that at the time we assailed the Ring, there was scarcely a printing house in the city, of considerable extent, which the malefactors did not control in one way or another. Accordingly our article was scarcely in type when our office was honored with several visits from Mr. Dudley Field, who, not finding us in, invited us by letter to a conference at his residence. The acknowledged object of this conference was to purchase the Review, or in the event of our being unwilling to sell the whole, to purchase as much as would give the purchasers the right of associating with us another editor, who would have the same right as we to determine what subjects should be chosen for discussion in the Review, and what contributed articles should be accepted or rejected, etc. Had we no higher object than to make money, here we had, in fact, an opportunity of becoming rich in one week ; but we refused either to suppress the obnoxious article, or to sell for any amount our right to publish similar articles whenever we thought proper ; and so had to bear the brunt of the vilest persecutions for about three months, when, fortunately for the public at large, as well as for us, the power of our enemies had passed away like an exhalation.

Nor did our experience with the Ring malefactors prevent us from giving our opinions as freely as ever in regard to the

so-called "reformers" at the approach of the next municipal election. The article entitled "Our Candidates as Reformers, Genuine and Spurious," published in our number for September, 1872, will show how much we had been frightened by all the base attempts made to silence us. In this article will be found our deliberate estimate of our present mayor. While even the Times was quite enthusiastic in his praise, we asked our readers to remember what Mr. Havemeyer had proved himself when mayor before, and did not hesitate to predict that the day would come when those who were now so delighted with the prospect of electing that gentleman, would rank him among the most stupid, most silly, and most incompetent mayors that ever were foisted on our citizens for their sins.

We need not ask, Was not this prediction literally fulfilled long since? His Honor is at this day regarded, by all save those on whom he has conferred office, as exactly what we described him in September, 1872. In the same article we portrayed Comptroller Green to the life, faithfully delineating every feature of his character as a politician of the smallest calibre; as one who, did he possess the same opportunities for feathering his own nest at the public expense, would do so quite on as extensive a scale, and with quite as little scruple as his predecessor Connolly, from whom he obtained office, and who well knew that he was eminently worthy of taking his place, although he also knew that on account of recent developments he would be too well watched for some time to come to enable him to sufficiently gratify his well-known greed and avarice.

While thus sketching the portraits of Havemeyer and Green, we did not forget another man who was candidate for another office at the same time, and whom we regarded as presenting a striking contrast, in every essential particular, to Havemeyer and Green. This one was General Dix, who, we reminded our readers, combined the qualifications of a statesman, a soldier, and a man of letters, and whose abilities and integrity had been proved to be beyond question. We were

just as confident in predicting that General Dix would discharge his duties in a manner to give general satisfaction as we were in predicting that Mr. Havemeyer would give satisfaction to none except to those who profited by his imbecility and incapacity.

Now, who can say that we pursued either course for patronage, or for the lack of patronage? We have never to this day asked the smallest favor of our worthy Governor for ourselves or anybody else, although he had not been many days elected when he wrote us a letter thanking us most warmly and courteously for our efforts in his behalf. And since we have asked no patronage or favor from one whom it would be an honor to be favored by, we think we need hardly say that we have never asked any of either Havemeyer or Green. Far from anything of the kind, we were quite aware, when depicting the character of the latter personage, that one effect of it would be to prevent our receiving some \$5,000 due to us by the City, as long as he is in power, whereas we had received more than one intimation that, if we "did the right thing," our claim would be readily paid. But we preferred to do without it for ever if we could not get it in spite of Green, rather than remain silent when we knew that the City was never more grossly imposed upon by any comptroller—not excepting even Connolly—than it was by "*honest Andy Green*." Accordingly, in June, 1873, when the new government had had ample time to develop its true character, we wrote and published the article entitled "Our Wonderfully Reformed City Government."* In this paper we showed that our predictions in regard to Havemeyer and Green, and the sort of persons the worthy twain would be likely to associate with them as our rulers, had been fully verified. Nor did we fail to give outlines of the characters of some of the worthy men nominated by the mayor for important offices, including Mr. Oliver Charlick, of whom we gave nearly a life-size, faithful likeness, which would have been a sufficient

* N. Q. R., No. LIII.

commentary by itself—quite a ludicrous one—on the pretended reformatory plans and intentions of Mayor Havemeyer. Was all this done on our part for patronage, or lack of patronage?

But let us give another illustration or two of our peculiar mode of seeking patronage. No doubt it was with this object that we visited all the principal Lunatic Asylums in the United States. Some idea may be formed of the time, labor, and money we devoted to this subject, by our article entitled “The Insane and their Treatment, Past and Present”*. It was perhaps only in the hope that the unfortunate inmates of those institutions would in time be able to give us patronage, that we did all in our power to ameliorate their condition! Some asylums we criticised as severely as we were able, regarding them as no better than prisons; whereas we commended others as conferring honor on those who had charge of them, for their humane and intelligent treatment of the insane. Of course, the secret of the distinctions we made was that the heads of some asylums gave us patronage while the heads of other asylums refused to do so! although if any of them gave us, directly or indirectly, as much as one dollar, or one dollar’s worth, we have never learned the fact to this day.

One more illustration of our depravity in this matter and we close our little episode, and proceed with our main subject. More than once we occupied a whole month in visiting the principal prisons in the United States. We visited those of Kentucky, Indiana, Maryland, Massachusetts, and Connecticut, as well as those of New York and Pennsylvania. In several instances we were accompanied by leading State and municipal functionaries, who stayed with us many hours, conducting us from one cell and one work-room to another, until we had seen everything we wished to see. This was the case, for example, at the celebrated Cherry Hill Penitentiary at Philadelphia, where we spent a whole day; we spent another day at Sing Sing, another at Auburn, etc.; and the governors

* N. Q. R., No. XIV.

or wardens of those prisons in distant states which we were unable to visit, not only politely furnished us their printed reports, but favored us with their views in writing—generally the results of long experience—on prison discipline. If the reader will turn to the number of this journal for December, 1863, he will see a specimen of our mode of treating this class of subjects.*

In this article, also, we criticised freely in some instances; in other instances we expressed our approbation in the strongest language we could use. In short, there were contrasts enough in that paper; in one page we described instruments of torture still in use at that time; in another we described the *modus operandi* of woman-flogging recently practised. From scenes like these we turned with gratification to prison libraries, prison reading-rooms, and prison teachers, and we could not help exclaiming most heartily: All honor to the noble philanthropic men and women who had taken such pains to alleviate the sufferings even of convicts!

But if we denounced the woman-flogging, and certain other kindred performances of recent occurrence at Sing Sing, and two or three other institutions, while we had nothing but praise to bestow on the management of the similar institutions of Massachusetts, Connecticut, and Pennsylvania, it was only because the former would not advertise in the *National Quarterly*! whereas the latter were obliging enough to comply with our wishes in that particular! The head master of Sing Sing prison declined advertising on the ground that our journal was not much read by the parents and guardians of his pupils. We could not but admit the force of his objection, and yet, *mirabile dictu*, such was our depravity that we assailed his institution and his system of teaching almost as “fiendishly” as we did some of the military and non-military but Amazonian institutes on the Hudson whose head-masters might justly have made very nearly the same objection, namely: that very

* N. Q. R., No. XV., Art. *Prison Discipline, Past and Present*.

few, if any, of their patrons ever trouble their heads about any other reviews than those in which their sons or daughters are the parties reviewed, the reviewers being the reverend or non-reverend head masters, or brigadier-generals.*

Now we proceed to give our impressions in brief of the different kinds of educational institutions we have visited since our last issue. Again, we say truly, that it is much more in accordance with our disposition to use the language of approbation than that of censure. If we often use the latter it is because we know that still more severe criticisms than we make are often deserved, and because we are convinced that did we commend the bad and indifferent as well as the good, we should injure rather than serve the cause of education. It is as true of educational institutions as it is of books or works of art, that it is an injustice to those of real merit to place in the same rank with them those that have no merit. If the educational charlatan, or the pretender, instead of having his charlatanism or pretension pointed out, is praised the same as if he were a competent and faithful educator, or, indeed, praised at all, then where is the incentive to make as near an approach to perfection as possible? Nay, to rank the worst school or college with the best is to become an accomplice in deception and fraud; it is really no better, or less criminal in a moral point of view, than to recommend to the unsophisticated spurious money for the genuine coin, or to represent brass as gold.

These are the reasons why we criticise; we certainly do not do so through ill-will or malice. There is really not one head of an educational institution of any grade whom we have criticised, a hair in whose head we would injure to-morrow if the opportunity presented itself. At the same time we are well aware what a different report is made by the party criticised. The latter will have it that not only have we been guilty of "malice prepense" in their case, but that we have been bribed

* Every reader of Sterne's *Sentimental Journey* remembers the passage in which the following piece of information occurs: "As we rode along the valley we saw a herd of asses; how they *viewed* and *reviewed* us!"

by those of whose institutions we have spoken in the language of approbation. This we most emphatically deny, without fear of contradiction, adding an observation or two by way of comment.

Editors, above all others, are expected to be ever ready to give their time and labor to all, without distinction; they alone, of all mortal tribes, must treat friends and foes alike. None expect the lawyer to plead merely for the love of pleading, or merely for the purpose of forwarding the cause of justice and equity. Even the judge is not ashamed to take pay from the state for dispensing justice on the bench. Still more remarkable, perhaps, is the case of the clergyman. There are not many of the clerical order, if any, who are willing to pray to God even once a week for their congregation without some little remuneration. Nor is the bishop, the archbishop, or even his Holiness the Pope, above accepting a little money occasionally for his services. Dross as it is in the eyes of these holy men, yet they like to have it. Again, the heads of educational institutions do not pretend to be equally interested in the education of the sons of parents who pay them and in that of the sons of parents who pay the heads of other institutions. If the president, head-master, or principal is not paid in due time, he does not scruple to send his bill, and if the case seems a doubtful or slippery one, he sometimes goes so far as to intimate that, if the money is not paid within a certain time, the delinquent may be prepared to have his son sent home to him, *causa inopiæ pecuniæ*; nor do we say there is anything wrong in his doing so.

From all this it might seem that we are defending what we practise ourselves. It is not the case, however; we defy any one to say that we have ever asked, charged, or accepted one dollar for anything we have said in our journal. Far from having ever charged any educator for giving our impressions in these pages of the merits of his institution, we have never asked one to pay our full advertising rates for the insertion of his prospectus; we have inserted such for as little as half price—sometimes, indeed, for less when the edu-

cator assured us that his funds were limited. No one, then, need envy us for what we receive in this way; or think there is any danger of our becoming unduly rich on what we derive from educational institutions, especially if it be taken into account how much time, labor, and money we devote to being well informed on a subject of such vital importance to the public. So much for the bribes which we receive or require from those whose institutions we commend.

Then, as to our ability to form an opinion of the relative merits or demerits of educational institutions, we think the intelligent reader who has never seen us, or who knows nothing of us personally, would be willing to admit that we ought to be able to do something for the cause in that way. But we have had sufficient experience, both as a private tutor in the classic languages, and as a professor in one of the most thorough colleges in the United States. This being a Catholic institution, it is particularly thorough in Latin, which is the language of the Church. We did not alone practise the students in our class—the graduating class—in translating those regarded as the most difficult of the Latin authors in prose and poetry; we practised them also in speaking the language of Cicero, so that they could, not merely converse in it fluently, but discuss any subject in it orally as well as in writing.

We certainly do not make these remarks in any spirit of egotism or pedantry; our sole purpose being to show, in order to do all the good in our power, that when we point out the merits of a particular institution, and the demerits of another, we do not take it upon us to intermeddle in things that are unfamiliar to us. In other words, it is for the sake of the effect of the facts we adduce in our educational discussions that we have alluded to our experience as tutor and professor while conducting this journal, and writing four fifths of its contents; we have spoken of it exactly in the same spirit in which we have presented the episode at the beginning of this article.

It is true that we have never found it necessary to tell any educator worthy of the name, in Europe or America, whether

the head of a school, academy, college, or university, what our experience was. Not one of this character has ever made the slightest objection to our hearing as many of his recitations as we wished ; on the contrary, such have always made us welcome. Indeed, very few of any class have so far betrayed the true character of their institutions as to refuse to allow their classes to be seen. Of about five hundred schools, seminaries, academies, colleges, and universities which we have visited in Europe and America, not more than five or six showed thus that they were as deficient in manliness as they were in educational ability. We think there are but few of our readers who will not agree with us in the opinion, that there are scarcely any characters more contemptible than those who, while proclaiming to the world, not only that they give thorough instruction in all branches of human knowledge, but also that their institutions are unrivalled in excellence, have not the courage to allow any one competent to judge, who might criticise, see how it is they accomplish such wonderful results as they are constantly boasting of. It is the sort of cowardice indicated by the precept : "The wicked flee when no man pursueth"—especially that of the individual, who, being unfit for any decent business, if only on account of his laziness, devotes such talents as he has to counterfeiting the current coin of the commonwealth. We all know what a dread a person thus occupied has of the officers of the law. Need we say, that he regards every such officer whom he has reason to believe he cannot bribe as his natural enemy ?

Upon the other hand, we may ask, in which of the numerous institutions we have visited, and in which we have been allowed not only to hear the classes recite to their teachers or professors, but also invited to examine them, have we abused that privilege by proposing any more difficult questions than they might be supposed, from the nature of their studies, to be fully prepared to answer ? We think it would be generally admitted by those who have allowed us that privilege that, instead of making any attempt to puzzle, we have carefully abstained from proposing any questions which we thought

could tend in the slightest degree to create any disagreeable confusion. We believe they would also admit that we are much more disposed to encourage the student by our remarks to him in class—by avoiding to make him feel, after he has done his best, that he has not acquitted himself well—than we are to make any display of whatever knowledge we may possess ourselves of what is recited. Moreover, in no instance do we ever ask to be permitted to examine any class or student; in other words, never do we propose any questions at institutions we visit, except we are requested to do so. It is hardly necessary to say that it is the best educators who are most courteous and liberal in this, as well as in other respects. We have on several occasions given illustrations of this fact; and we will show before we close that we never had an opportunity of giving a better one than during our last excursions.

Now, lest there may, perchance, be a few among our readers who think that the head of an educational institution can have any proper excuse for casting a veil of secrecy about his classes by seeing that none visit them but those who are sure to praise them, or those who, if ever so well inclined to criticise, could evidently not do so, in any higher branch than the most ordinary rudiments, we will allude briefly to what is considered proper, in this respect, in the most enlightened countries of Europe, especially in those countries in which systems of education are confessedly brought to the greatest perfection. As to the great universities, whether those of the British Islands or the Continent, all who have made sufficient inquiries on the subject are aware that no intelligent person having any wish to observe their systems of teaching is ever prevented from doing so. Then, if we inquire who are the most eminent teachers—those whose schools have been most famous for their excellence—we shall find that in every case it is they who were most willing that they should be seen at their work by learned and unlearned. Take Pestalozzi, the great German educator, for example. The following extract from his biography by the Prussian Minister of Public Instruction will be sufficient to show what were the views and wishes

of that justly famous teacher in regard to the visits of strangers to schools :

“As many hundred times in the course of the year,” says Ramsauer, “as foreigners visited the Pestalozzian Institution, so many hundred times did Pestalozzi allow himself, in his enthusiasm, to be deceived by them. On the arrival of every fresh visitor, he would go to the teachers in whom he placed most confidence, and say to them: This is an important personage, who wants to become acquainted with all we are doing. * * Hundreds and hundreds of times there came to the institution, silly, curious and often *totally uneducated persons*, who came because it was the fashion.” On their account we usually *had to interrupt the class instruction*, and hold a kind of examination. * * I could adduce many such instances. It was nothing rare in summer for strangers to come to the castle four or five times *in the same day*, and for us to have to *interrupt the instruction on their account* two, three or four times.”*

Pestalozzi did not merely welcome thus all intelligent men who came to see his classes; he periodically issued urgent invitations to all who took an interest in the great cause. The educator who ranks next to Pestalozzi is Johann Bernhard Basedow. The course of the latter in this respect was exactly the same as that of the former. Basedow, like Pestalozzi, was never in better humor than when visitors presented themselves, and wished to hear his classes recite. To one, as well as the other, it was all the same whence the visitors came. The following will serve as a specimen of the general invitations issued by Basedow :

“We promise, under the penalty of contumely, that upon the aforesaid 13th of May, there will be in the Philanthropinum so much worth *seeing, hearing, investigating* and considering by the intelligent guardians of humanity in regard to schools, that it will be worth their while to be sent to us, by order of the German Diet from Copenhagen, St. Petersburg, and the most distant places, etc.”†

The most eminent English and French educators present similar records; whereas, no educator of eminence belonging to any country would endanger his reputation, even though opposed in feeling to the presence of strangers, by

* Karl Von Raumer; *Life and Educational System of Pestalozzi*.

† *Philanthropinist Archives*. See also *Life of Basedow*. By Karl von Raumer. Translated by Prof. Tilliard. London.

refusing them admission, knowing that such a refusal would, under the most favorable circumstances, excite suspicion as to whether he ought not, after all, to be most justly ranked among the class who, conscious of their incompetence, conscious of the spuriousness of their pretensions, would submit to any accusations and inferences rather than permit themselves to be detected in their counterfeiting. In a word, the competent, faithful educator is very much like the honest citizen, who, having possessed himself of nothing belonging to his neighbor, has no objection to admit the officer of the law to his premises, though he have no formal search warrant; and the incompetent or pretended educator is equally like the dishonest citizen, who, conscious that he has in his possession something belonging to his neighbor, which he did not honestly come by, has a very decided objection to admit the officer of the law to his premises, even when he has a search warrant, duly attested and authenticated.

Certain interested parties are highly indignant because we are opposed to making all boys' schools "military institutes." They have told us in a thousand ugly forms, within the last three months, that our lack of appreciation of the military element only shows what an execrable taste and judgment we have. It may be that we are entirely wrong. Still we cannot help thinking that in general, military training should be left to the State, especially in a republic.* When military drill is practised in a school or academy merely as a mode of physical training, and as subordinate to the appropriate means adopted for developing the mind, and storing it with useful general information, we have no objection to it. And so we stated by implication, if not expressly, in the article in our last number, in which we devote some little attention to that subject. Thus, for example, instead of finding any fault of the military drill practised at Riverview Academy, Poughkeepsie, and at Mount Pleasant Academy, Sing Sing, we

* Vide Montesquieu, *Grandeur et Decadence des Romains*, c. 11; also, *De l'esprit des Loix* passim.

were rather pleased with it. But the reason was, that in either case it was not allowed to interfere in any detrimental way with the proper studies—literary or scientific—of the school. Indeed we found, on the contrary, that at each of these institutions, the military drill was conducted in such a manner as to render it to some extent a means of imparting even classical knowledge.

This may seem self-contradictory, but it is not so. Something we saw at Riverview and Mount Pleasant reminded us quite forcibly of Johann Bernhard Basedow and his famous Philanthropinum; but knowing that both Prof. Bisbee and Prof. Allen are as modest as they are thorough and faithful as teachers, we omitted to point out the resemblance in the article alluded to. Now, however, we will take that liberty, even at the risk of being detected by those gentlemen, but confine ourselves to a brief extract from Carl Von Raumer's Life of Basedow, already quoted, premising that the narrator in this case is Herr Schammel, himself a distinguished educator and critic; the occasion of the remarks we transcribe, being a visit which he made to the Philanthropinum.

“First they played the commander game; altogether, some eight or nine; do you see, Charley, this was the way: First they all stood in a row, like soldiers. Herr Wölke was commander; he *commanded in Latin*, and they were to do everything that he said. For example, when he said *claudite oculos* they all shut their eyes; or *circumspicite*, and they all looked around them; or *imitamini sartorem*, and they all sewed like tailors; or *imitamini sutorem*, and they all drew out waxed-ends, like cobblers. Herr Wölke ordered a thousand queer things.”*

The reader may now understand what we meant by saying above that in the two instances mentioned the military drill was made a means of imparting even classical knowledge. But it has been seen in the extract just given, that Herr Wölke could be classical even as a tailor, or as a cobbler; and we are assured that he places the three characters in juxta-position to show that the “commander game” is no more necessary in a school for the education of boys or young men, than the

* *Fritz's Journey to Dessau.* By Herr Schammel.

“tailor game” or the “cobbler game.” Indeed, had it been otherwise the great educator to whom German scholarship owes so much would have violated one of his own fundamental precepts. “The aim of education,” says Basedow, “must be to train a European (*i. e.*, an enlightened, cultivated person), whose life shall be as *harmless as useful*, and as *peaceful as it can be made by education*.”* The best French and English authorities are unanimous in giving the same estimate of a true education. Thus, for example, Duclos has no finer or more truthful observation in all his admirable and useful writings than that, since we have all in our hearts the germs of virtues and vices, the best system of education must be that whose tendency is to choke the latter and to develop the former. †

Were it necessary to go farther back, and include both Pagan times and the Dark Ages, we could show that of all the great educators from the time of Anaxagoras, the teacher and friend of Pericles, to the time of Father Staupits, the teacher and friend of Luther, or to that of John Ascham, the teacher of Elizabeth, not excepting Erasmus of Rotterdam, there was not one who was not opposed to the introduction of military training into schools for the young—that is, into those schools to which the youth of the country are sent to be educated for the general duties of life. Even the great Spartan lawgiver made this distinction. The Spartans were successful in their wars as long as military instruction of all kinds was left in the hands of the government. When private individuals were permitted to open “military schools” for the purpose of making money by taking advantage of the military spirit of the people, the military art soon fell into contempt, so that instead of Sparta being made more powerful than ever by dubbing every school a “military school,” that short-sighted, foolish plan really caused her overthrow. But even when

* *Archives*, p. 16.

† “Nous avons tous dans le cœur des germes de vertus et de vices; il s'agit d'étouffer les uns et de développer les autres.”—Duclos. *Considérations sur les Mœurs*, chap. xi.

Sparta was at the zenith of her power as a military state, what was her glory compared to the glory of Athens, which never recognized the term "military" (στρατιωτικis) as having any proper application to her literary institutions? Is it not true, that the "military" Spartans and their greatest exploits would scarcely have been known in history to-day were it not for the intellectual genius of the non-military Athenians, whose precept on the subject under consideration was that to which Sallust gives such noble utterance both in his "Catalina" and "Jugurtha," showing in one, that physical strength we possess only in common with the lower animals, while the power of the intellect we possess in common with the Gods,* and showing in the other that the mind is the leader and rector of mankind.† Even in the so-called heroic ages, those who had any pretensions to intellectual culture scorned to give any further encouragement to the art of mutual slaughter among human beings than was necessary to preserve the State from invasion and civil strife. Hence it is that nowhere is Homer more eloquent, or more grand, than he is in the famous passage in the ninth Iliad, which Pope translates thus.

"Cursed be the man, and void of law and right,
Unworthy property, unworthy light,
Unfit for public rule, or private care—
That wretch, that monster, who delights in war."

But let us look, for a moment, nearer to our own time. The great European military nations of modern times have been France, Prussia, and Russia. When have any of these made their boys' schools "military institutes?" Prussia is now regarded as the chief military power of Europe; certainly no other nation surpasses her in the excellence of her military establishment. No armies in the world are more perfectly disciplined than hers. But look at her boys' schools, call them grammar schools, preparatory schools, or what you will, and see how many of them are called

* Animi imperi, corporis servitio magis utimur; alterum magis cum dis, alterum cum belluis commune est. *Cat.*, c. 1.

† Dux atque imperator vitæ mortalium animus est. *Jug.*, c. 1.

“military institutes,” or how many of them make military drill “a prominent feature.” In short, no such burlesques on the military art as we described in our last number; no such as we shall have to allude to in this number, would be allowed by the government of Prussia more than by the government of France or that of England. When, therefore, we cheerfully admitted the excellence of Riverview Academy and Mount Pleasant Academy it was very far from our intention to admit that military drill was entitled to the slightest credit for any part of that excellence. What we did and do think is, that those institutions possess their characteristic merits not on account of, but, in fact, in spite of the military element—because, while the military element is merely used as a means of physical development, the usual branches proper to a respectable academy at the present day are carefully and faithfully taught.

Upon the other hand, we could not help feeling more or less disgusted with such “military” concerns as those of Peekskill, Tarrytown, Yonkers, and Claverack, because at these the military element was regarded so much as the great thing—just what schools were originally designed for!—that it reminded us of the fable of the town in danger of a siege; when, the various persons who had axes to grind being allowed to give their opinions as to the best material for a fortification, on its coming to the turn of the leather-dresser, that thrifty personage gravely said: “Gentlemen, you of course may do as you like, but if you want to fortify the town so that we may all be safe, with our wives and children, as well as our property, *there is nothing like leather.*”

Had there been so large a proportion of the indifferent and bad among the institutions we visited since our last issue, as we had found among those of the Hudson, we could not have proceeded thus far in the present article without having made criticisms. It affords us sincere pleasure to say that such has not been the case. At the same time, we would not seem for a moment to do injustice to the noble Hudson; for none are more willing than we to admit that it has insti-

tutions on its banks which are worthy of it in depth and breadth, and in invigorating, purifying qualities. In proof of this it is almost sufficient to mention Manhattan and Poughkeepsie, Sing Sing and Fort Edward; for these few present as good a specimen of a College, as good a specimen of an Academy, and as good a specimen of an Institute as we know in this country.

We are here reminded that many friends of education whom we have never seen, while warmly thanking us for our criticisms on some of the institutions on the Hudson, have asked us why we have passed over the Catholic female institutions of the Hudson. Some Protestants who have had their daughters at the Sacred Heart and Mount St. Vincent have written to us rather feelingly on this subject, saying that, although the two pious but thrifty institutions mentioned may not have advertised the salt water of the Hudson, they possess several features in common with the great Tappan-Zee seat of learning, if not still uglier features. To this we can only reply, that we have not "passed over" those institutions through fear either of Jesuits or politicians. And let those who doubt the fact turn to an article of ours entitled "New Catechism for Young Ladies—Gods and Goddesses."* This, we think, will show how much foundation there is for the insinuation that we are "frightened by a cloak of sanctity;" and if it be not sufficient we can refer the curious to certain other criticisms in other articles and numbers. But having so lately fully described the sort of pabulum furnished at the Sacred Heart and St. Vincent, we thought it would hardly be necessary to do so again for some time. This, and this only, was our motive in omitting even to mention either in the paper alluded to.

Our first care in April was to visit such of the educational institutions of New Jersey as we found willing to permit us. There was not one whose principal or president had not read our paper on the Schools of the Hudson, yet in not a single

* N. Q. R. for Sept., 1872, No. I.

instance, so far as we proceeded, was any objection made to our seeing the classes at their recitations. It would naturally be expected, then, that the teachers of New Jersey perform honest, faithful work; and such, in general, is really the fact. There are, indeed, some queer schools in New Jersey—some that are nearly as amusing in the immense disproportion between their pretensions and their performances as any we had hitherto seen. But the number is very small; certainly not more than one out of ten. Nor is it Jersey, but New York, that is to blame for these. This may seem a paradox at first sight, but one remark will render it sufficiently intelligible. Many wonder what becomes of those New York “educators” who, being found incompetent to teach in our common schools, in spite of their political friends—sometimes by reason of their ignorance of the grammar of their native tongue—are obliged to withdraw. We did not know ourselves until lately that quite a considerable proportion of this rejected class open institutions in the country, which they decorate with all sorts of pompous names, and whence they issue prospectuses assuring the soft-headed class always ready to believe such things, that no institutions anywhere approach theirs in excellence. We have met one or two of this interesting species in New Jersey, to which we may refer more particularly before we close; but, with these exceptions, there are none of those we had time to visit which do not justly deserve to be ranked as they claim themselves. We are quite aware that this is high praise, but were we not as willing to commend where commendation is merited as we are to censure where censure is merited, we should have no just claim to the character of a critic.

The first institution we visited was Bordentown Female College, whose twenty-first Annual Catalogue is now before us. We had never seen this before, nor had we had any personal acquaintance with Rev. Dr. Brakeley, its president. We had, indeed, heard of both, and the reports we had received from time to time were always favorable. We found the doctor at his post. There were none of our criticisms on

educational institutions, male or female, which he had not seen ; but although he has spent some forty years in the classroom—grown gray in teaching—he had not the slightest hesitancy to show us how he performed his work, and to point out to us some of its fruits.

The College buildings are in the most attractive suburb of Bordentown, situated on the bank of the Delaware, of which they command an extensive view. There are also seen from the windows—besides the grounds of the late Joseph Bonaparte, in the immediate vicinity, and now become somewhat classic—Penn's Manor, the city of Trenton, and a large extent of country on both sides of the river, which, while beautifully fringing that fine sheet of water near the town, forms quite a series of agreeable landscapes. The College grounds proper are abundantly spacious, and the tall shade trees and light shrubbery are so gracefully blended in their effect as to remind the traveller in Europe of some of those garden deer parks in which the children of the lordly owner may disport themselves among the fawns, with as little fear of being disturbed, or even gazed at by rude eyes, as when they are in their father's drawing-room. The buildings are well calculated for their purpose. The lecture-halls are large and well fitted up ; the principal one is so situated that the students can see from their desks the bright, lively ripple of the Delaware.

All the class-rooms are well ventilated, comfortable and cheerful. In every part of the buildings there is an abundant supply of gas and hydrant water. But what pleased us most among the various advantages by which the students are surrounded at this institution, and by which they are gradually led to regard study as attractive, rather than irksome, are the various collections for illustrating mineralogy, geology, botany, entomology, etc. We were also glad to find the college in possession of an extensive variety of apparatus, and good instruments for illustrating natural philosophy, chemistry and astronomy, including a refracting telescope, which may well excite the envy of many a pretentious male college.

It is the teaching, however, which determines the character of the college or school; and in the present case we found it at once a good test and capable of standing the severest test we could apply to it. Perhaps we cannot give most of our readers a more correct idea of the high standard of education at Bordentown Female College, in the brief space at our disposal here, than by remarking that while Dr. Brakeley conducted us from one class-room to another, the male educators of young ladies, whom he recalled to our mind most vividly, were the accomplished heads of the Gannett Female Institute, Boston, and of the Poughkeepsie Female Academy, respectively. Two of the chairs at Bordentown are filled with distinguished ability by Rev. J. D. Sooy, A.M., professor of Ancient Languages, and Dr. Eball, lecturer on Natural Science. Of the female instructors we take the liberty of mentioning the names of Miss Sue White, preceptress and teacher of history and geography; Madame Holbrook, teacher of French and music, and Miss Agnes Walker, teacher of English branches, as having impressed us highly by their qualifications and abilities as instructors. But we should be wanting in taste, and in appreciation of the beautiful did we omit to say how much sincere pleasure it afforded us to visit the department of drawing and painting, under the direction of M. Alphonse T. Poichet, whose class is one of the largest and best instructed it has been our privilege to meet, busy together at their easels, in all our excursions.

It is not generally known beyond the confines of New Jersey that in the small, but pleasant and highly salubrious, village of Pennington are two educational institutions of considerable magnitude, each performing an amount of good annually, whose influence is felt throughout the State. One is the Pennington Seminary and Female Collegiate Institute; the other the Pennington Institute. In each, both sexes are educated in the same classes, and, so far as we could learn from the inhabitants of Pennington and the adjacent towns, it is universally admitted that no bad consequences have resulted from the system. We have visited both schools, and nothing

was concealed from us at either which we wished to see, or concerning which we desired to obtain information. We have spent hours in the class-rooms of each, being made cordially welcome by principals and professors. On the present occasion, however, we can only give our impressions of one, but we have accurate notes of what we saw and heard at the other. These we shall carefully preserve for use in our next number; and whatever additional, well-authenticated information we may obtain in the meantime, we shall not fail to embody in our estimate of the Institute as a whole, cautiously allowing it to modify our present views in one way or the other, according to its importance. Suffice it to say now, that Prof. Lasher impressed us as one having both the wish and the ability to perform his work faithfully.

The passer-by, who knew nothing of Pennington Seminary, and, therefore, could judge only by its large buildings and extensive grounds, would be much more likely to regard it as a college than as a preparatory school; nor would he readily discover his mistake if he entered the institution and were permitted to visit the class-rooms. And the more thoroughly he might be acquainted with the general run of our numerous colleges, the more difficult it would be for him to learn from what he saw and heard, that, after all, he was not in a college; but if a tolerably good judge, one disposed to give honest, unpretending merit its due, he would not hesitate to say at the close that, if it be not a college, it is really better than many colleges that make high pretensions. At all events, these, with but slight modification, were the thoughts that occurred to us during our visit of several hours to Pennington Seminary.

Prof. J. A. Dilks, the principal, is quite a young educator to have charge of so large an establishment, being apparently not more than about thirty, but he has the good sense and understanding, as well as the culture, of a man of fifty. Another good reason for his being at the head of the Seminary is presented by the fact that he may be regarded, himself, as its model alumnus. For many years it had no better student,

and finally he withdrew from it for a while only to enter an advanced class, and graduate in one of our best colleges. Men of this stamp are the best heads for educational institutions. There is no danger that such will be afraid to have their work seen, and judged by its fruits. We were present at the recitations of half a dozen classes in as many different studies, including languages, ancient and modern, the sciences usually studied at such institutions, and the English branches; we witnessed, in turn, the instructions of male and female professors; and we can truly say that, in a single instance, we did not see or hear anything which it would not be both hypercritical and ungenerous to criticise. The school which Pennington Seminary chiefly resembles in its most characteristic features is Fort Edward Institute. Those who know the latter will understand that this is a high compliment to the New Jersey school; but it is not more than it eminently deserves. Nor do we think the veteran of Fort Edward would deem it at all derogatory to him—if acquainted with Pennington Seminary—to have Professor Dilks compared to him as an educator, making all due allowance for the difference in experience and age. It affords us unfeigned pleasure, therefore, to extract from the thirty-second annual catalogue of the Seminary (that for the year ending July 10, 1873) the following passage :

“We enter upon the present academic year under new and highly favorable auspices, having railroad facilities direct to Pennington. The Seminary buildings have been refitted and refurnished throughout, including carpet through the halls and in the rooms. These improvements have given to the Seminary a neat and home-like appearance, rarely to be found in boarding schools. We have selected the Faculty with unusual care, and we think they possess more than ordinary adaptation to the different departments of instruction. They are teachers of thorough culture and long experience ; some of them, indeed, have attained to eminence in their respective departments. We are confident that we deserve the public patronage, and are equally confident that, if the public will take pains to ascertain our merits, they will give us their patronage.”

In this there is no bombast, no charlatanism, but a true

and sensible statement of facts. We make this remark, because, in nine cases out of ten, we find that the catalogues of those that *do* least of any value, or do most mischief, are those that *promise* all sorts of impossible things. This, for example, is but too true of an institution called Morris Female Institute; and, however much the ill-natured reader may doubt the fact—supposing that it rather amuses than grieves us to find people making fools of themselves and others—we are really sorry in the present case.

If we are not much mistaken, Prof. Charles G. Hazeltine, A.M., is the Mr. Hazeltine who, as a teacher in one of the New York common schools, used to elicit the jeers and sarcasms of the New York Tribune some seventeen years ago by his bad grammar. If it be the same Mr. Hazeltine that has become head of a great “Institute,” unhappily, his grammar is as bad to-day as it was so long ago; at least, if it was worse then, when every corner grocer alderman was school superintendent, than it is now, it must, indeed, have been execrable; and still more execrable must have been his taste if it can be said that time and teaching young ladies for so long a series of years have made the slightest improvement in it.

We have visited the Morris Female Institute, and heard some of its recitations, but we decline to avail ourselves of the information thus obtained. It will be quite sufficient to transcribe a few passages from the catalogue, and make such remarks as they naturally suggest. Every thing here is in the superlative degree. The finely-tinted *brochure* opens thus:

“The distinctive character of this institution *consists in the high degree to which have been combined superior educational advantages, with the choicest home influences, and home accommodations.*”—(p. 11.)

It is needless to make any remark either on the syntax or the common sense of this. To point out “the high degree to which,” etc., is quite enough. Then follow, in large capitals, “Educational Advantages.” What these are we are informed thus: “*First of all, only* the most competent teachers are employed in *all* the departments.” Teachers who are not capable of making a sensation at once by their superior learn-

ing and accomplishments will please not offer their services there. The next sentence runs as follows: "The principal, besides superintending *all* the departments of the school, gives a large share of his time to the instruction of classes, *and the benefit of more than twenty-five years experience in his profession.*"

We italicise the last clause in order to show how the grammar runs, or rather how it trips at every turn. What the thing means, according to the principles of the English tongue, is that Prof. Hazeltine gives a large share of his time to the instruction of classes, *and to the benefit of more than twenty-five years,*" etc. The vice-principal is then described as nearly equal in sublime perfection to the principal. The former being a lady, we will make no comment in regard to her; it must be punishment enough for her to bear so clumsy a load of twaddle. But let our Priscian continue: "The mode of instruction is designed to be *thorough and effective in the highest degree.*" To be "thorough and effective" in any other degree than the highest would, of course, never do at Morristown. Our peerless educator has a great fondness for such fine phrases as "first of all," etc. "Pupils," he says, in the next sentence, "are taught, *first of all*, how to study," etc. Again:

"The course of study embraces *all* the branches of a *thorough* English education, *combined* with the polite accomplishments, which, *in their combination*, give strength and dignity," etc.

It seems it is "the polite accomplishments" which, when combined after a certain fashion—by means of an amalgam, perhaps—gives strength, dignity, etc. Fond mothers need not fear, however, that their daughters will have to break their hearts in order to secure this wonderful "combination" of accomplishments. No; happily there is still balm in Gilead, as the following highly sagacious and humane assurance clearly shows: "*A multiplicity* of studies at one time, more than *can possibly be studied* with any profit, is not *encouraged* nor *allowed.*" We confess it somewhat puzzles us to form a definite idea of the number of studies which should be regarded

as a multiplicity ; but probably the young ladies' mothers are better versed in that sort of ciphering than we can pretend to be. Be this as it may, it is consoling to know that what is *impossible* will not be *allowed* ! Thus, for example, the quadrature of the circle is said to be impossible ; therefore it will not be allowed at the Morris Female Institute.

But, after all, the most important "feature" of the institution is its strongly impregnated aristocratic atmosphere. The very essence of "style" is to be found there, and it seems there only. The *ton* of the professor's family is a model of all that is grand and elegant. What a comfort it is to know that, for a certain paltry amount of money, all who come wearing female garments of a certain cut are admitted to inhale this enchanted atmosphere ! As this may seem one of those stories "too good to be true," we quote from the head master :

"They are received into his family on terms of perfect *social* equality, sitting at the same table, and worshipping at the same family altar. Frequent opportunities are given for *social* intercourse, regulated, however, by the *usages of refined society*. With teachers of high *social* cultivation, and pupils coming from families who are accustomed to the refinements of *social* life, it is evident that a family thus organized *must* afford excellent opportunities for *social* improvement. Add to these the perfect order and system of a boarding school, its freedom from *various* interruptions, and the *minute attention* which is given to *all* the wants of the pupil by *conscientious teachers*—circumstances *indispensable* to her progress, but which *very few private families and large institutions* are able wholly to provide—and it is obvious that such a school *must* afford the *highest facilities* for general improvement."—(pp. 12, 13.)

In about half of this brief passage the handsome word *social* occurs five times ! What an inestimable privilege the young ladies entering that more than double-refined family have ! This "minute attention" to *all* their wants "by conscientious teachers" evidently cannot be valued too highly, although but one of the numerous agencies used in Mr. Hazeltine's wonderful process of sublimation, and yet, some how or other, no female students we have seen in a long time recalled to our mind so forcibly the line of Virgil :

Multa movens animo *Nymphas venerabar agrestes*,* etc.

Of course no such pretensions are made either by Borden-town Female College or Pennington Seminary. And whatever are the pretensions of the two latter, they are put forward in modest, sensible, grammatical language; and, what is still more, they are fully borne out by the work done. There is an institution, however, which the Morris Female Institute resembles in all its characteristic features—namely, the Rockland Female Institute. We do not know whether the former changes its name in summer, like the latter, although we are quite aware that one as well as the other takes in as many summer boarders as it can. This, however, we should not blame either head master for, if he did his work as a teacher faithfully, and gave the young boarders, as well as the old, good, wholesome food. As it is, we think that *Plasma-Oikia* is quite as appropriate a name for the one as Tappan-Zee is for the other; nor would we urge that there was any violation of the fitness of things if both institutions adopted the former appellation, and had it duly inscribed or printed in Greek letters on their streaming banners.

We do not wish the least ill, however, to either house; all we ask is that they improve their ways, and be a little more modest, more truthful, and more grammatical in their pretensions. But whether we regard this as hopeless or not, it affords us sincere pleasure to proceed from Morristown, N. J., to Wilmington, Del. In the latter city is a quiet, modest institution, called the Wesleyan Female College, which is ably and judiciously managed by Rev. John Wilson, A.M. Had we seen no other part of this gentleman's educational work than his Catalogue, it would at least have satisfied us that he possesses culture and good sense. It could be defective enough, we are aware, without containing any such bombastic twaddle as that last quoted. But let the reader compare the following extract from Prof. Wilson's catalogue with that we have extracted from Prof. Hazletine's catalogue on the same subject:

“The *advantages* to be derived from school are not merely the knowledge gained, but the acquisition of proper mental habits, the

development and discipline of the intellectual faculties, and the formation of a character that will fit the pupil for duty and happiness in life. To secure these ends, labor alone, without order and good government, is unavailing. Hence, a wholesome discipline is always maintained. Firmness, tempered with kindness and forbearance, is its leading characteristic, yet care is taken to develop the power of self-government, and not to interfere, unnecessarily, with the buoyancy of youth. To do right because it is right, not merely because it is required, is constantly inculcated; and results in the development of womanly character and an attachment to teachers and school. No requirements are made but those found in well-regulated families; while the intercourse between teachers and pupils is such as to ensure the confidence necessary to the intellectual and moral progress of the pupils.”—p. 20.

We quote from catalogues thus the same as we quote from books, in order to enable our readers to judge for themselves whether our estimates of them are right or wrong. Should there be those among our readers who think that one may be a good instructor of students—nay, capable of instructing teachers—while it is evident he sadly needs instruction himself, even in the most elementary branches, such will please to consider our remarks as not addressed to them. It may be interesting to those who read *Scribner's Monthly* to know that the institution described in chapter XV. of “*Katherine Earle*,” as *La Fayette College*, in the April number of that journal, is no other than that whose catalogue lies before us. As the authoress is a graduate of the college, one who had ample opportunities to form a correct estimate of the institution, and is abundantly competent to do so, we will extract a brief passage or two:

“President Humphrey was a northern man, a clergyman who had been for years a missionary in India—a mountain of a man physically, about whose summit, where the snow was beginning to fall softly, the sun nevertheless always shone. Keen, watchful, sarcastic at times, he yet bore an air of genial ease approaching indolence—to one who could forget his peculiar, restless dark eyes. He held the school in his great hand, and moulded it to his will, not by the pressure of a finger even, but through the belief unconsciously working in the minds of his subjects that within him was a power never exercised, because the present occasion was always too insignificant, but which was mighty and irresistible.”

The best and most complimentary part of this description applies to the gentleman now in charge of the college. But we snatch another fragment:

“The senior among the professors, by reason of years, long residence, and his position as instructor in the dead languages, was Professor Paine. He, too, was a retired clergyman, but of another mould and stamp. He was timid and precise in manner, thin and brown of appearance, dressed invariably with scrupulous neatness in ministerial black, and was *remarkable* mentally for *his clear convictions of duty*, and *his knowledge of Latin and Greek*, as well as for his quiet persistency in maintaining his position in regard to either.”

It is true that the part of this we have italicised is as characteristic of President Wilson as any part of the former extract. At all events, we can truly say that we have seldom spent two or three hours more agreeably than those so politely and kindly occupied by the Rev. Mr. Wilson, in conducting us from one class-room to another, until we had become quite familiar with his whole system—a system which compares favorably with that of any of the best similar northern institutions it has been our privilege to see in operation.

We can devote space in this article only to one other female institution which we have recently visited—the Gannett Institute, Boston. Fortunately, it is not necessary for us to give any description of this here. Our readers have our impressions of it in full, in our number for June, 1873; but in April last we had the good fortune to be present by invitation, at the Institute, while the accomplished principal delivered two lectures, which pleased us so much that we requested permission to take an extract from each. Although the present paper has already transcended the bounds we had prescribed for it, we make room with much pleasure for a brief extract from each of these lectures, only regretting that it is not in our power to present sufficient to do justice to the author. In impressing on his students the importance of carefully studying great standard authors, in turn, rather than study a little of one and a little of another alternately, Prof. Gannett proceeds to give a fine analysis of the Homeric poems. The following fragment, snatched almost at random,

can give but a faint idea of the value of the lecture as a whole :

“But in accounting for the charm of the *Iliad* and the *Odysseys*, we must note, above all, the argument, the plot, the great epic idea, the characters, and especially that grand feature, the character of Achilles. Its conception is the highest effort of the poet’s genius, and on its delineation the richest resources of his art are concentrated.

“Nor must we overlook the fact that the men and women of these books are exhibited as real personages, although cast in a heroic mould, that they move, look, speak and act as they would in real life; the poet has completely identified himself with them, having mastered the springs of their spiritual mechanism.

“The episode of the shield of Achilles has held the classical student with more than a poetic interest.

“Were it relevant to our object, we should be glad to speak of the Homeric literature as the source of all our classical knowledge, and of the great loss to culture, should we turn away from those models which we have received from the Greeks alone.

“We would not exalt the æsthetic above the intellectual and the moral, but, tracing the stream of civilization to the Homeric period, we find that our own best works have upon them the impress of that gigantic mind which moulded and formed the Greek nation.

“While we cannot go back to the Pagan world for the substance of our literature, we must even go back there for the forms of beauty, divested of which the highest truths would be comparatively powerless.

* * * * *

“Thus viewed, these poems are like a noble cathedral, whose every part contributes to the perfection of the whole, and pillars, arches, statues, bas reliefs, carving, tracery, turrets, and pinnacles, harmonize with the one purpose to lift the beholder to a conception of the invisible and the infinite.”

The second lecture has for its subject the culture which is most appropriate for woman. This affords the professor an opportunity of giving his views, as it were, parenthetically, on a subject which fortunately is not quite so exciting now as it was some time since.

We cheerfully make room for the following, only remarking that our readers will see that the views of Mr. Gannett are in complete accordance with those which we have been advocating ourselves for fifteen years past in these pages :

“III. There is implied in this culture a love for home.

“In blessing and adorning the home—in filling it with light and

sweetness—in making it a seminary indeed—a garden in which may be found the most beautiful plants, the noblest trees and flowers—flowers whose fragrance shall savor of Paradise—in such service you will fulfil the highest and sublimest of earthly callings. And here you will have use for the choicest fruits of the severest mental discipline and the broadest culture which you may have attained.

“To what are our greatest men and women—the world’s benefactors—so much indebted as to their mothers’ and sisters’ influence upon their whole nature during the earliest period of their existence? Woe! woe!! to humanity when woman shall delight in any music so much as in the prattle of childhood, or when she shall exalt any employment above the care and Christian nurture of the babe; and, although a mother’s or a sister’s love and tenderness may not be subjected to a material analysis, we may clearly perceive in it the elements of light and heat which constitute the forces that are vital to the highest life and advancement of our race—forces which are more potent than the eloquence of the pulpit or the forum. In opposition to the lessons of physiology, psychology, experience, and common sense, I shall never seek to vindicate for man or woman claims which God has not sanctioned.

“But, young ladies, you will allow me to give you counsel. Each morning of your future lives, kneel before your Maker and acknowledge Him to be the Lord of heaven and earth, and thank Him sincerely and heartily that he has made you a woman. And that you are a woman, and not a man, settles it forever in your minds that you have some duties to render which belong to you exclusively as women.”

Brief as these extracts are, they are sufficient to explain how it is that the author of the lectures in which they occur, instead of being afraid to allow even those supposed to be most prone to criticise to hear his recitations, invites and strongly urges them, from time to time, to do so. But a still more satisfactory explanation, if possible, would be found in his Catalogue, especially if it were compared with that of the Plasma Oikia or the Tappan-Zee House.

During our recent excursions we had time to visit only two Pennsylvania institutions. These we merely called at on our way between New Jersey and Delaware. It is but fair to say that no Pennsylvania institution has refused to allow us to see its classes since our somewhat memorable exposé of the Provost Stillé affair. The case of this great educator has had a most potent effect in this respect, for we have now on file at least a dozen invitations from colleges,

academies and seminaries in all parts of that great State. We appreciate the courtesies of all, and shall not fail to avail ourselves of them as soon as possible; and we trust we need hardly say that we shall not be the less willing to do them justice on account of their belonging to a state in which it has been our pleasure, for many years, to number some of our best, most intelligent and most honorable friends.

The two institutions which we lately visited are the Pennsylvania Military Academy, at Chester, and the Rugby Academy at Philadelphia. It is true that we had formerly visited La Salle College and the Polytechnic College in the Quaker City, been made welcome at each, and found each performing its work in a manner fully commensurate with its promises and pretensions. Indeed, nowhere have we visited a college, academy or high-school, conducted by the Christian Brothers, which we did not find honest and faithful—fully equal to its claims; and we should discard our Protestantism for ever if it were a thing to prevent us from giving a fair and just report of the useful and beneficent work of those who are not Protestants. But fortunately, whatever may be the faults of Protestantism, this paltry sort of intolerance or bigotry is not one of them; on the contrary, were it to pass out of the world to-morrow—of which, however, there is no danger—those most opposed to it, if men of intelligence and candor, would concede to it the proud and noble distinction, that it has ever been in favor of the fullest development of the human mind.

We must indulge in no more digressions in this paper. Nor can we devote much space or time to the Pennsylvania Military Academy; but we have careful notes of what we saw and heard there, which will be as good three or six months hence as they are now. There is no reason why we should have any other feeling toward Col. Hyatt, the head of the Academy, than one of kindness and good-will; and we really have not. It is not because the colonel is in the least blood-thirsty that he styles his school "The Pennsylvania Military Academy." His good-natured, jolly face, his ponderous, alderman-like form, and his genial though somewhat

flurried manners, would fully acquit him before any honest jury of all love for human carnage. Nothing of that kind, we can assure our readers! We think we do not praise him at all unduly, when we venture to say that, if it became fashionable and profitable to-morrow to introduce certain ladies' wares into boys' schools, the colonel would not hesitate to substitute for the present legend on his banner, "The Pennsylvania Hoop-skirt and Artificial Bosom Collegiate Seminary." And, what is more, we honestly think that, in the event of such a change taking place—by no means so radical a one as might be supposed—"the accessories"—that is, the additional studies which are said to prepare the "cadets" for Provost Stillé's class in the University of Pennsylvania—would scarcely be of any lower grade than they are at present. We confess that, in approaching the grand entrance to the institution, we could not help asking ourselves, whether the empty, dilapidated fountain in front, with its Dutch cupid standing uneasily on a clumsy, rusty iron bar, could be regarded as emblematic of how things were done inside; for the grotesque figure alluded to seemed to us as if it would say to the colonel:

"Abi; stultus, post tempus venis."*

As to what we saw and heard in the class-rooms, probably the less said about it the better. Suffice it to remark that what it reminded us of most forcibly was the following observation, once made by an eminent educator under somewhat similar circumstances: "There are judicious parents, and silly ones; the judicious ones say the mother bore the child; the silly ones that the stork brought it."

We have listened to the recitations at Rugby Academy, Philadelphia, for hours, in compliance with the wish of its principal, Prof. Edw. Clarence Smith, A.M. So striking is the contrast between this and the Pennsylvania Military Academy, that we cheerfully admit it is worthy of bearing the name of one of the oldest and most famous classical schools in England. We do not mean that the Pennsylvania Rugby is equal

* Plautus, *Capt.* iv. 2, 90.

to the English Rugby, although the former makes as near an approach to the latter as the American Cambridge does to the English Cambridge, which is not a close approach, but a respectable, honorable approach. In other words, Harvard College is one of our very best institutions, and has a high standard of education ; but it would be only a satire on it to say, by way of praising it, that it is equal to either Cambridge or Oxford, for any competent judge at home or abroad would laugh at any such pretension. It is sufficient as a *raison d'être* for the Philadelphia Rugby Academy if it compares favorably with the best academies, seminaries and institutes of Pennsylvania ; and the simple truth is, that we do not know one in that large, populous and wealthy state that equals it in thoroughness and efficiency.

The principal is a graduate of one of the leading New England colleges ; his culture is of the best Massachusetts type ; and we believe his chief assistant has received his collegiate training in the same atmosphere. Perhaps this will account for his courtesy to us, and for his confiding in us so far as not to be afraid that we would do injustice to his classes, or to his system of teaching, although whatever little education we may be said to have, we have received no part of it in any New England institution, nor were we born or brought up nearer to that favored region than thousands of miles. But it is the old story of Socrates, who would have every member of the Republic of Letters, not a citizen of any particular country, but a citizen of the world—the story so admirably compressed into one line by Virgil :

Tros Tyriusque mihi nullo discrimine agetur.

This is the principle upon which we have always been treated by the scholars and thinkers of New England, whether we met them at home or abroad. We have, however, another reason for transcribing the above line, namely, that it occurred in one of the recitations we heard at Rugby Academy, and led to an interesting interchange of views on the subject of translating Virgil as compared to Horace and Juvenal. But

it was not alone the Mantuan bard we heard well rendered at Rugby, but also Cæsar, Cicero and Sallust. The principal is himself at once a Roman and a Grecian, and, contrary to what most people think at the present day, he is not the less accomplished as a teacher of the mathematics, nor does he give the mathematics less prominence in his school on account of his familiarity with, and love for, the classic languages.

The scene changes now rather abruptly from Pennsylvania to Connecticut. Nowhere else in Europe or America have we found such a remarkable contrast between institutions purporting to be nearly of the same grade as in the latter state. In the quiet, thrifty town of Stamford the "Military" burlesque attains its culminating point. We wish we had only space and time to illustrate this curious phenomenon; but, alas! we have neither one nor the other, although the bare facts, without a word of comment, would form a picture sufficiently ludicrous. Many of our readers will doubtless learn now, for the first time, that Stamford may either rejoice or mourn, as she may deem most suitable, that she has two great military institutions, namely, the "Stamford Military Institute" and the "Betts Military Academy;" but as the twain are as much alike as two heads of cabbage growing in the same garden, we may devote the little time and space we have now left for that sort of thing to one. It is not hard to choose in such a case, and therefore we do not hesitate to take up the Stamford Military Institute.

For some two years we had been in the habit of receiving curious letters in regard to this establishment. Many a time we had been assured that a visit to it would amply repay ourselves and our readers, in fun, if in nothing better. Finally, very soon after we issued our last number, we took our seat, one fine morning, on the New Haven train, and in due time we arrived at Stamford. Three or four colloquies ensued, of which the following may be regarded as faithful specimens: "Sir, will you be good enough to direct me to the Stamford Military Institute?" The gentleman paused, looked a little

puzzled, and scratched his head. "I would do so with pleasure, but I have lived here for fifteen years, and must confess I never heard before that we had such an institution. Can you direct the gentleman, Mr. M——?" Mr. M. was scarcely less puzzled than his interlocutor, but after looking at the ground for a moment or two, and then at the top of the tallest building in the vicinity, he suddenly exclaimed, with a laugh, "Why, he means Wilcox's school! Is that the name, sir?" "Thank you. I confess I cannot say as to the name; I am looking for a good school." "But must it be a military school?" Before we have time to answer a third gentleman remarks, "We are fortunate enough here in regard to female schools, but whenever I am asked for a good boys' school—that is, first-class—I have to direct the inquirer to Norwalk. I don't know Mr. Selleck from Adam, but I am assured that his is the best school in Connecticut." "Why," interposed Dr. G——, with a sarcastic smile, "do you forget our Dotheboys Hall? Have we not a Mr. Wackford Squeers amongst us?" "Yes," says Mr. M., in the same vein, "but his patrons are not here. It is not we that support or encourage him. All that is done by New Yorkers, who, having much more money than brains, think that the *summum bonum* in the way of education for their sons is to wear a suit of gray and brass buttons!"

All this, we are aware, does not show that we made much progress in our researches, but such was the fact. Finally we visited the book-stores and post-office, but at neither could any one tell us anything definite about the great military institutions. However, just as we were leaving the post-office, a young gentleman there said, pointing to Governor Minor, who was just crossing the street, "That's just the man you want to see; he can tell you all about it." We proceed accordingly. "I beg your pardon, Governor; I come from New York, and am inquiring for a good school; will you be kind enough to direct me?" "With pleasure. We have some good female schools here. Miss Aiken's I think highly of; my own daughter is a boarder there. Then our common schools are

very good for boys." "But, Governor, what of the Stamford Military Institute?" "Oh, yes, yes. You are right; the Military Institute is very fine, indeed—very fine!" We understood this "very fine" perfectly, thanked the Governor for his courtesy, apologised for interrupting him, and passed on.

But the most humorous estimate of all we received from a lady, who is herself a teacher of young ladies. We begged leave to inquire of her, as we did of others, if she would be so obliging as to direct us to a good school for boys. "Certainly," said she, "there is an excellent school—at Norwalk." "Don't they teach the cadets well at the Stamford Military Institute?" "Oh, yes—hem—they teach them after a fashion. Some, however, complain bitterly of them; others laugh at them heartily. For my own part, I think them very harmless people. They keep the boys out of harm's way, in the back rooms or back yard. They teach them to walk a great deal, sometimes with guns or large clubs, sometimes without guns or clubs. Indeed, this seems to be their chief work from morning till night, so that, were it not for a certain cracked kettle-drum and a squeaking fife, that have become famous, or rather infamous, over the neighborhood, the wonder would be how about twenty-five New York boys—cadets, I mean!—could be kept so quiet." "They prepare for college there, do they not?" "Of course they do; but how, or when, God only knows—I don't! As I intimated a while ago, those who are the best judges of such things send their sons to Norwalk or New Haven, but generally to Mr. Selleck's School. This is true, for instance, of Mr. Lockwood, Mr. Williams, Mr. Holly, and Mr. Waring. In short, if there be too much marching and counter-marching in Stamford, don't blame 'the land of steady habits' for it, but the shoddy tribe of New York City. As I must tell the truth, our sensible people here despise such humbug."

At this stage of our researches two things seemed worse than doubtful—that is, whether it was worth while to visit the great Military Institute at all; and whether, if we did, we should have any chance of admission. As we had so often

promised to go, however, we resolved to make the experiment. We find the "buildings" of the "Institute" to consist of a very ordinary two-story country house, the "grounds," so far as we could see, being rather limited even for so small a private residence. After a little hesitancy we ventured to pull the bell; in due time a cadet opened the door; we inquired for the head master, and we were directed to the parlor. We had been here but a few minutes when another cadet came to ask our name. Very soon we heard considerable bustle and some loud talk, as if something like a row had occurred in the great lecture room, or parade ground. About five minutes later "W. C. Wilcox, A.M., and Capt. W. A. Flint, principals," entered the room with a slow, measured pace, and as close to each other as if they were tied together like the Siamese twins. In the same deliberate, awfully grave manner they sat down beside each other, right opposite to the seat we occupied, but as far off as the limited extent of the apartment would admit. We did our best to maintain our gravity, for, in spite of the ominous looks of things, the scene seemed to us irresistibly ludicrous. For a minute or two the head-master seemed ready to burst like the frog in the fable. At last he commenced to question and cross-question us in a tone and manner such as one might expect who had attempted, only a few nights previously, to take the Military Institute by storm, for the purpose of robbing and plundering it—his first question being, were we the author of the paper on the Schools of the Hudson? The unhappy man got into a perfect rage, although we did all in our power to reassure him, telling him to be of good cheer, that we would hear no recitations against his will. It is but justice to Captain Flint to say that he did not utter a word all the time, or behave himself in any way unbecoming a gentleman; but if we can pretend to have any knowledge of physiognomy, he was as heartily ashamed of his colleague as ever poor Nicholas Nickleby was of Wackford Squeers. Be this as it may, we think the worthy head-master of Stamford Military Institute did not cease to scold us, fishwoman-like, until we were at least half a mile off!

We were curious to know whether our appearance would be equally terrifying to Miss Aiken, head of Gothic Hall School, already referred to. We found that Miss Aiken had carefully read every line of our criticisms on the Institutes of the Hudson, but we also found that she was not a whit the less willing on this account to let us hear any of her recitations that we had the least desire to hear; or the less disposed to treat us with the utmost courtesy. A similar feeling prompted us to visit Miss Nelson's school, at Bridgeport, known as Golden Hill Seminary. Miss Nelson, too, was entirely familiar with our criticisms. The result, however, was just the same as in Miss Aiken's case. Each lady introduced us to all her principal classes, Miss Nelson going so far in doing us honor as kindly and courteously to get up quite a handsome concert, both vocal and instrumental, for our entertainment. Such was our experience in visiting the schools of Connecticut, before it was our privilege to see that of the Rev. Mr. Selleck, at Norwalk. As for Yale College, that we had visited again and again years previously, having done so not only with the permission, but on the invitation of President Woolsey. Then, so far as we are concerned, the state of the case is that no educational institution, of any grade, in all New England, has ever made the slightest objection to our visiting it, with the sole exception of the Stamford Military Institute; on the contrary, there is not one of the many New England schools we have visited these twenty years past, at which we have not been made welcome, and courteously treated. But, as we have already intimated, this is in no other sense a New England school than that the "Institute" is situated there, just the same as Squeers' "Academy" is, or at least was, situated in Yorkshire.

We have, however, no quarrel with Mr. Wilcox. His conduct has not in the slightest degree disturbed our equanimity. If, personally, he has excited any emotion in us, it is really one of pity, not of anger—pity that he could not affect a little common sense for decency's sake, though he have it not. Doubtless he will think it strange that it was in vain he so

churlishly refused us for a copy of his Catalogue ; still stranger will it seem that it was in vain he tried to conceal, from the National Quarterly, his peculiar sort of educational work, for just one week after we called at the "Institute" a graduate of Yale entered as our confidential correspondent. Of course, he did not represent himself as being connected with any periodical—he entered only as one who would probably become a patron of the establishment, for he affected a very great love for brass buttons, brimstone, etc. We wish we could make room for his account of his experience in this matter ; but it merely corroborates what so many had assured us, and confirms our own estimate of the head-master from what we saw of him. We cannot resist, however, giving a brief extract or two from the Catalogue, a copy of which has cost us more than the price of Bacon's "*Novum Organum*." Its style is exactly like that of Morris Female Seminary. First, we have a sort of autobiography—then the great "Design." Then we are plunged at once *in medias res* thus :

"A long experience in the various methods of training boys has convinced the principals that *none of them* are at all *comparable to the Military*."

By way of comment on this we beg leave to refer the curious reader to Act II, Scenes III and IV, of Molière's *Bourgeois Gentilhomme*. There was a certain class then who had a great love for brass buttons and shoulder-straps as there is now. The comic dramatist admirably portrays the *Maitre d'Armes*. Just like the Stamford head-master, that doughty personage would have it that there was no science or art like his :

"Et c'est en quoi l'on voit de quelle considération nous autres nous devons être dans un Etat ; et combien la science des armes l'emporte hautement sur toutes les autres sciences inutiles," &c., &c.

Before civilization had advanced so far as it has of late, it used to be said that the pen is stronger than the sword, with certain other absurd things to the same purport. But all that is changed ; it has been discovered at Stamford "that *none of them* are at all *comparable to the Military*."

But let us see what fine times the “cadets” have—how much they are to be envied by those not fortunate enough to be able to wear brass buttons and shoulder knots. We regret we can only make room for a small *morceau* :

“The cadets and the families of the principals *constitute one common domestic circle, sitting at the same tables, sleeping under the same roof, and kneeling together at one family altar.* At frequent intervals the cadets are *welcomed into the family parlors* to meet invited guests for musical and social entertainment. It is also the constant aim of the principals *and their wives* to make the domestic life of the cadets as pleasant and attractive as possible, *while throwing around it the safeguards* of a Christian home.”

What could be finer than this! We are willing to believe that the “domestic circle” is, indeed, “common” enough—nay, rather much so. To cap the climax, it might as well have been said that all, Gypsy-like, sleep in one bed. What those “safeguards” are, which “the principals and their wives” *throw* around the cadets, had, perhaps, better be left to the imagination; brimstone, treacle, and hashed liver are, we would fain hope, none of them! And yet every thing seems to depend there on the size of the stomach, on that organ’s powers of endurance, etc. Physiologists tell us that in youth the stomach increases in a certain ratio annually. It seems that this has come to the knowledge of the head master of the institution under consideration. Accordingly his charges are not graduated by the studies of the cadets, or the classes to which they belong, but as follows :

“For boys of *twelve years*, or under, the charge for *Board and Tuition* is \$400 per annum. For boys of *thirteen years* it is \$425, and for boys of *fourteen years*, or older, \$450.”—*Cat.*, p. 8.

For our part, we do not pretend to wonder at this tariff; it is just what ought to be expected. Nor do we wonder at the “extras,” which, if indulged in, bring up the price to a higher figure than is charged by any college worthy of the name in Europe or America. Naturally enough the “cadets” may be supposed to wish to learn to play some martial airs; accordingly the extra charge for music, “with use of instrument,” is *only* \$120 per annum. Even supposing it took four

years to learn one good, appropriate tune at this rate—Samuel Lover's, for instance—would it not be cheap?

“Oh, there's not a *trade* that's going
Worth *showing*,
Or *knowing*,
Like that from glory growing,
For a bould sojer boy!”

With this brief quotation we take leave of the Stamford Military Institute; but we wish no one to adopt our estimate of it, as a type of a large brood, any further than the facts and circumstances are found to prove the justice of that estimate. If, upon the other hand, we are wrong in regarding the tendency of this “military system” as pernicious to the cause of education—as savoring much more of barbarism than of civilization—as a thing that our people ought to grieve for rather than rejoice in and encourage—then even the worst of the “military” head masters we have sketched in these pages are the right class of educators. But we think that not many will judge the case thus; not one who is competent to judge; and until we are convinced of the contrary we will continue to oppose the spurious system to the utmost of our power, though with no more zeal than we shall oppose any other “new feature” in education, which we regard as equally a sham—“a delusion, a mockery, and a snare.”

We had taken notes of a certain New York “institution,” with the intention of giving our impressions of it in this number; but although we have promised several esteemed friends of education that we would do so, we find ourselves constrained by lack of time and space to postpone our criticisms for a future number. It is proper to say that we do not allude to any college, or university, or to any academy or school conducted in a modest, faithful manner; we allude to a concern that has a strong family resemblance to the Stamford Military Institute, and whose head master attains the sublime in impudence and arrogance, pretending that his Plasma-Oikia has no parallel in the educational miracles it performs nearer than France or Switzerland, and that even in these

avored countries his institution is regarded as the very acme of perfection, if for no other reason than that he is a descendant of a very pugnacious, politico-religious sect, and gives his wonderful instructions, like the grace of God, in a dialect which he claims should supersede all other tongues, ancient and modern.*

Finally we reach the School of which we had heard so much. It was the last we visited in our recent excursions, and it is the last of which we give our impressions in this article. We have reserved it for the close, because it is a sincere gratification to us to conclude with an institution of which we could not speak, without being grossly unjust, in any other language than that of approbation. As it was the former patrons of schools we have criticised—patrons prompted by their indignation at being deceived and cheated—who requested us to devote some attention to them, so it was former patrons of Mr. Selleck's School—patrons prompted by their gratitude for the inestimable service it had done their sons—who requested our attention to the latter. Although those who described to us the Norwalk School, including ladies and gentlemen, belong to the most cultivated class in New York and Brooklyn, we thought that due allowance should be made for the zeal of fond parents and affectionate sisters. It was in accordance with a solemn promise thus exacted from us that we visited Norwalk. True, our curiosity had been so much excited, so strong an interest had been awakened in us by all we heard, that we were easily induced to visit the School. Had we needed a dozen letters of introduction we could have had them; but we did not take a line, nor a word, for we never do so. The event showed that in

*This reminds us of a colloquy which we happened to overhear not many days since. "I say, squire," asks a countryman just arrived in the city, "can you tell me where's the Charleytan Institute?" "There is such a place, I believe," replies the "squire," "but I am sorry I can't direct you to it." There were certain other queer questions and answers, including one relative to New York "salt air," etc., but let these pass for the present.

no instance had we less need for the like than in this. The Rev. Mr. Selleck had never seen us before, but he had seen the *National Quarterly*, and been fully aware that it was in the habit of criticising certain educational institutions. But, like all the first-class educators of our country, he did not receive us aught the less cordially on this account. His first remark on the subject of the recitations was that the more of them we heard, and the longer we staid in the class-rooms, the more agreeable would be our visit to himself and his assistants. This assurance we found fully verified before we left, as the intelligent reader will see.

The buildings and grounds are more extensive and better adapted for a college than those of many colleges we have visited. But the former are not excelled anywhere in neatness and judicious, tasteful arrangement. The bed-rooms are veritable models in everything that can contribute to comfort and health. Nor are the principal lecture-halls less attractive with their fine, large Gothic windows and stained glass, just admitting sufficient light, without a particle of that glare which is so hurtful to the eye. There are two or three towers, including an observatory, from any of which an extended view is had of the Sound, with its tiny islands, its capes and promontories, and, here and there, the swift, bustling steamers, as if chasing or running away from each other in gay disport. Indeed, from almost any door or window—from any part of the grounds—a scene presents itself which is in agreeable harmony with the studious mind.

The first specimen of the work of the School we had the pleasure of seeing was a translation by one of the classes of several passages in Cicero's oration in behalf of Licinius Archias. As this proceeded, we became more and more convinced that there was no exaggeration in the assurances we had received either at New York or Stamford. A word or two will recall to the intelligent reader's memory the peculiar character of this oration. Archias, being a native of Antioch, was brought to trial by a person named Gratius, with the view of having him expelled on the ground of his not being a citizen. It would

lead us too far even to allude to the laws under which this suit was brought. Suffice it to say that wherever Archias was born, he was a man of superior learning and culture, and his best days and talents were devoted to the instruction of the Roman youth of the best classes. He cultivated poetry to some extent, and sometimes used it for the purpose of satirising those who seemed to him to deserve such chastisement. Whether he lampooned Grattius personally, does not appear, but the probability is that that insignificant person was but the tool of others whom the Greek scholar, educator and satirist had deservedly exhibited to public scorn. This affords the philosopher-orator a noble opportunity to vindicate the cause of literature and scholarship, and prove the priceless value of such superior intellectual culture as that afforded by men like Archias, and nobly did he avail himself of it. Among all the pleas made in behalf of scholars and literary men, there is nothing finer than that passage in which the orator reminds his audience of the exemplary conduct of Alexander the Great in always surrounding himself as much as possible with men of letters, without pausing to inquire in what country were they born, or to what nationality did they belong. In the same oration he boldly and eloquently says that if any one thinks the knowledge communicated by this so-called foreigner (*peregrinus*) was less valuable, or less conducive to true glory than that communicated by native Romans, he sadly errs (*vehementer errat*).

Before a word of this beautiful oration was translated, the professor required the students to give an analysis of the whole, and present all the facts and circumstances which formed the basis of the suit. Then followed one of the best renderings we have anywhere heard. At the close, the principal requested us to propose some questions. In order to comply with his wish, we did so; but in not a single instance was any confusion or blundering the result.

The next class to which we are introduced is that in Virgil, and the recitation happened to be in the sixth book of the *Æneid*. The simple truth, in brief, in regard to this is, that

at no colleges in this country, except at Manhattan College, Harvard, and Columbia, have we witnessed such accurate translating as we did here. When the recitation was over the principal requested that we would turn to any of the six books of the *Æneid* through which the class had passed, and have them translate such passages as we preferred. With this polite request also we complied, and had the pleasure of hearing nearly a hundred verses of the most difficult part of the third book excellently rendered.

The Greek class was next in order, and the author no other than the Prince of Poets. After we had listened for nearly an hour, with most agreeable surprise, the Rev. Mr. Selleck kindly insisted on our taking old Homer into our own hands and directing the attention of the class to any part of the first six books we might prefer to hear them translate in, as in the Virgil class. This, as we remarked, we thought too severe a test—an ordeal, indeed, through which few college classes could pass unscathed; and accordingly we requested the students to translate a portion of the first book. We questioned them, also, on some of the Homeric idioms, the peculiar use the great poet makes of the article, of certain partative pronouns, etc., and had the gratification to see that not one of our questions proved to be in the least puzzling.

Although our practice in geometry for the last twenty years, or more, has not been sufficient to enable us to examine the more complicated theorems and demonstrations in that beautiful and useful science, critically, at the present day, yet, we think, we retain sufficient of the principles to enable us to form a tolerably correct estimate of the progress made in it by young gentlemen like those in Mr. Selleck's class. This, indeed, was all we pretended to when requested to be present at the recitation in geometry. We allowed ourselves to be persuaded, however, to propose a few questions on the properties of angles and triangles, especially as illustrated in the famous Pythagorean proposition, more generally known among students as the *pons asinorum*. We also proposed a few questions on the ratios of straight lines, and of the rectangles formed

by those lines. The results were all very pleasant to us, and apparently they were equally so to the students. We think the geometricians would be as willing as the Grecians or the Romans to do us the justice to admit that, if there are persons who propose questions to puzzle or create confusion, or to show their own cleverness, we are not of the number.*

To these necessarily hurried remarks, we can only add that nowhere have we met an educator who illustrates more fully than Mr. Selleck the truth of the Homeric precept that boldness in a good cause ever meets with friends, and generally commands success. Knowing that the poet's exact words will be fully understood and appreciated at Norwalk, we take pleasure in closing our article with them as a memento of our visit:

μηδέ τι θυμῷ
τάρβει θαρσαλέος γὰρ ἀνὴρ ἐν πᾶσιν ἀμείνων
ἐργοισιν τελέθει, εἰ καὶ ποθεν ἄλλοθεν ἔλθοι.†

ART. VII.—*The Life and Death of John of Barneveld, Advocate of Holland, &c., &c.* By JOHN LATHROP MOTLEY, D.C.L., LL.D. In two vols., 8vo, with Illustrations. New York: Harper & Brothers. 1874.

THOSE who read these volumes carefully, without bias or prejudice, will not think very highly of the Dutch Republic, although it is by no means the avowed or acknowledged intention of Mr. Motley to disparage its general character. In-

* After we had heard the recitations, we had the curiosity to inquire whether there were any students from Stamford, as we wished to verify the statement made to us in that town by the lady teacher mentioned in the text. The ladies rarely deceive strangers who apply to them for information, and so it proved in the present instance; for precisely as we had been told, we found that, among the students from Stamford, at Mr. Selleck's School during the past year, were Charles J. Holly, Jr., Richard H. Lockwood, Wm. B. Williams, Frank G. Williams, and J. Walters Waring.

† Odyss. vii., 50.







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